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ABSTRACT

The first of five guides in the Sports Skills Instructional Program focuses on teaching alpine skiing to mentally retarded students. Each unit contains the following elements: overview, long-term goal, short-term objectives, modifications and adaptations, sports skill assessment, teaching skill, skill sequence, task analysis, teaching suggestions, recording forms, and information on infusing the skill to general academic areas. Following description of a dryland training program, a home fitness program is reviewed. Skill assessment is presented, followed by a focus on 11 specific skills: walking, recovery, side stepping, straight run, wedge, wide track parallel, pole plant, linked parallel turns, kick turn, herringbone, and lifts. Racing and safey and rules units conclude the guide. (CL)

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SPECIAL OLYMPICS

ALPINE SKIING

Sports Skills
Instructional Program

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Photo of Eunice Kennedy Shriver by Ken Regan.

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

TABLE OF CONTENTS

Foreword 1
Introduction to Program 3
Organization of Training Session 4
Introduction to Alpine Skiing 6
Goal/Objectives/Benefits 7
Clothing 8
Equipment 9
1.0 Dryland Training Program 10
2.0 Home Fitness Program for Skiing 14
Sports Skills Assessment
Level I/Level II 17
3.0 Alpine Skiing Skills 19
1. Walking 19
2. Recovery 20
3. Side Stepping 21
4. Straight Run 22
5. Wedge 23
6. Wide Track Parallel 25
7. Pole Plant 26
8. Linked Parallel Turns 27
9. Kick Turn 28
10. Herringbone 28
11. Lifts 29
4.0 Racing 30
5.0 Safety and Rules 32
Modifications and Adaptations 34
Infusion Chart 35
Terminology and Resources 36
Skill Sheets 37
Sports Skills Assessment Record 46

INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adapted physical education specialist, the special education teacher, a recreation leader or therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for sports skills competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to a free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

This Instructional Program utilizes goals, short term objectives, task analyzed activities, assessment and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to mentally retarded individuals.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reaction and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher/recreator of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the student.
  (2) potential ability of the student.
  (3) behavioral limitations of the student.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skills Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training supervision can be and usually is handled by volunteers from many varied sources—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc. For example, volunteer coaches should be trained by professionals in physical education and sports.

The method and manner by which you conduct your program will in large part determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

READY TO START

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received skiing instruction in the past year and the remaining six students are new to your class. In order to determine the skiing ability among your students, administer the Sports Skills Assessments—Level I.

The test enables you as the instructor to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment —Level II.

Once the tests have been administered, individualize each practice so every student works on the skill area in which he/she needs the most improvement. If a Special Olympian shows problems turning, review the basic steps in performing a correct wedge turn as outlined in this guide. On the other hand, if an athlete scores well on the turning section, provide instruction in linked parallel turning techniques or have the athlete practice a skill that he/she is not as efficient in performing. An alternative for a Special Olympian who excels in various sports skills is to use him/her as a skier/coach.

Plan 5-10 minutes at the beginning of each class to warm up properly. Students should stretch and perform agility exercises as part of their warm up. Each class should offer 25-30 minutes of sports skills instruction. Mark each athlete's progress on the Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptations to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Skill Sheets to determine your students' improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.

HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class the first day.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results as far as skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction; students are great imitators.
- Allow the student plenty of time to become familiar with the skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Mary, your turns are smooth, but let's try starting your turn earlier so . . . ."
- Use confidence builders. Always attempt to prevent a student from encountering repeated failures.

HINTS FOR ORGANIZING A GOOD CLASS

- Use the skiing area to your best advantage.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.) No one should be standing around while you arrange things. Keep everyone busy!
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If activity is going well, it is often useful to stop activity while interest is high.

SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTI-HANDICAPPED INDIVIDUALS

The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals, regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See modifications/adaptations section of this guide.

ALPINE SKIING

The following alpine skiing guide is for teaching downhill skiing through the beginner and intermediate levels. We'd like to stress safety, fun and learning, in that order. Safety is of the utmost importance. Fun is our second priority because instruction is more effective when done in a fun manner. Learning is our final goal.

It is very important that the instructor is aware of the student's physical capacities. It is essential to not push the student beyond his ability and to be aware of his point of exhaustion. When teaching, it is wise to always present new ideas early in the lesson while the student is fresh, but not to offer more material than he can comprehend at one time. In order to make a point or to help the student better understand a command, sometimes it is necessary to use the "touch" system. For instance, touch the hip, knee and ankle to indicate the area he is expected to bend or flex. This system is very effective in assuring that the student fully understands the proper position he is expected to maintain on his skis.

Correct one error at a time. Only work on the major problems, as the little problems will often work themselves out. The instructor should demonstrate slowly and repeat instructions often until he is sure that the student understands. Words of encouragement are valuable when the student is attempting a new maneuver.

GOAL/OBJECTIVES/BENEFITS

1

LONG TERM GOAL

The student will acquire basic fundamental skills, appropriate social behavior and functional knowledge of the safety and rules of the slope to enable him/her to participate successfully in alpine skiing.

2

SHORT TERM OBJECTIVES

1.0 Given demonstration and practice the student will participate in a dryland skiing and conditioning program.
2.0 Given an exercise program the student will perform the correct exercises by himself/herself in preparation for skiing.
3.0 Given demonstration and practice, the student will execute the necessary skills for skiing.
4.0 Given demonstration and practice, the student will execute the necessary skills for ski racing.
5.0 While alpine skiing, the student will always demonstrate courtesy and safety and adherence to the rules of the slope.

3

BENEFITS

- Skiing allows the individual freedom to grow socially and provides experiences to stimulate communication.
- Skiing promotes the ability to follow group or individual instruction.
- Skiing offers the possibility to enjoy independent movement.
- Skiing improves agility and coordination.
- Skiing increases total fitness.
- Skiing provides an opportunity for family and friends to pursue the sport as a unit.

CLOTHING/EQUIPMENT

CLOTHING

Comfort Is Always In Style

The basic principles for dressing to ski are maintaining body heat and keeping dry. This is most effectively accomplished by layering which permits an individual to adapt to changing weather conditions. When getting dressed, remember you want all your skin covered except your face. You want to be warm, but not uncomfortable. The athlete will be moving in lots of directions—some planned, some not—so dress for such. If the athlete is dressed properly, he or she will enjoy skiing without having to worry about getting cold or being bruised by the snow. When planning the ski wardrobe, think in layers to adapt to changing weather and always keep the two basic principles in mind: *maintain body heat and keep dry.*

Underwear

The inside layer needs to be made of natural fiber. Natural fibers absorb body moisture. Most commercial long underwear is fine.

Socks

One pair of heavy socks, preferably wool, is adequate for modern boots. More than two pairs will adversely affect your boot fit. Socks without ribs are the most comfortable.

Turtleneck

A turtleneck shirt or sweater is the most practical ski shirt because it is snug at the neck and the wrist, which is good for maintaining body heat.

Sweaters

Body heat can be retained or allowed to escape by the type of sweater you choose. Less heat is lost by wearing tighter knits.

Bib Pants

The best way to keep your legs warm is bib pants. They are water resistant and well insulated. Bibs are especially good for beginners who are in the snow frequently, and for extremely cold days. Be sure they are high waisted and have plenty of room for exaggerated leg bending.

Stretch Pants

Stretch pants are not as warm as bibs, but they give more support to the legs. The fit should be snug but be sure to leave room for long underwear. The higher the content of wool, the warmer they will be. Stretch pants are expensive, but they will last a long time. If you think you will be falling frequently, bib pants are probably a better choice.

Jeans

Jeans are not very practical as ski wear. However if you must wear jeans, a can of scotchguard will help waterproof them. A few things to think about are: 1. Very wide bells get in the way; 2. Jeans that are too long get caught on things; 3. Hip huggers do not protect the lower back; 4. Be sure to leave plenty of room for movement. Don't be surprised if you leave a blue streak in the snow when you fall.

Jackets

Some people like to use a nylon wind shirt or jacket as part of the middle layer. This keeps wind out and warmth in. It can be used under a sweater or over it. Your jacket or parka needs to be warm and comfortable. A jacket that is about hip length is the most practical for ski motion and comfort. The new styles and fabrics have made ski jackets and parkas versatile sports wear, which are fashionable on and off the slopes.

Gloves

The hands are the first part of your body to get cold, and cold hands are not fun. Gloves or mittens specifically designed for skiing are essential. Mittens are warmer, but gloves are more versatile. Be sure the palms are reinforced and your fingers have room to move.

Hats

Most body heat is lost from the head so hats should cover the head and ears. Styles are varied and are purely a matter of choice. Beware of long or dangling hats.

Goggles and Sunglasses

Visibility is of great importance and can make the difference between fun and misery. Sunglasses or goggles block the wind from your eyes, help cut the glare from the sun, and are a necessity for people who wear glasses or contact lenses.

Weather Cream

A weather cream should be used on your face to prevent windburn or sunburn.

Face

Cold and windy days can frostbite the chin, cheeks, and nose. Wear something that will protect your lower face, such as a short scarf, a jacket collar that will turn up, or roll your turtleneck up over your lower face.

Shoes

Be sure your footwear keeps your feet warm and dry before you get to the lodge. Tennis shoes and high heels are not practical as paths are usually wet and slippery.

EQUIPMENT

Ski Boots

Boots that hurt can spoil the ski experience and prohibit success in the sport. Most modern ski boots will require only one pair of heavy socks. When fitting boots for athletes, try to have them wear the socks they will ski in. Pull out the tongue of the boot to prevent having to jam the foot into the boot.

How should the boot fit?

- The boot should be snug without excessive pressure.
- Toes should have room to wiggle.
- When bending the knees and ankles forward the heel should stay flat on the sole.
- The top of the boot should allow a full ankle bend forward.

You might have trouble getting a proper fit for your athletes, but the extra effort is definitely worth the trouble.

We recommend that the top buckle not be buckled while learning beginning fundamentals.

Skis

The ski length will vary with the ability and size of the athlete; however, for beginners and low intermediates, a ski approximately one foot shorter than the athlete's height will work very well. If the athlete is weak or has poor motor skills a slightly shorter ski is recommended.

Binding Adjustment

Binding adjustments should be modified slightly according to the following scale.

- Low Motor Ability, Loose Setting
- Average Motor Ability, Slightly Loose Setting
- Good Motor Ability, Regular Setting

Poles

The most important consideration for poles is their length. Turn the pole upside down and have the athlete grip the pole just below the basket. The forearm should be parallel to the ground.

TEACHING SUGGESTIONS

- **If you have access to the athletes' equipment, have them wear the boots often. Stress the importance of feeling the pressure of the shin against the front of the boot. This pressure will be present when the knees are bent forward.**
- **When going to training or competitions, equipment is easily misplaced. It is advisable to put a piece of masking tape or a waterproof sticker on each boot, ski, and pole and mark it with the athlete's bib number (use water proof ink). This will make it easier to keep track of equipment.**

DRYLAND TRAINING PROGRAM

1.0 Given demonstration and practice the student will participate in a dryland skiing and conditioning program.

Why we do it—*Safety.* Skiing is a strenuous sport and many Special Olympians need the extra conditioning. *Fun*—It's learning new skills and offers pre-snow activity. *Learning*—Skiing will be much easier if the movement patterns and vocabulary are learned beforehand.

DRYLAND SKIING SKILLS

1. Develop the ability to perform a relaxed ski stance (READY position).

TASK ANALYSIS

a. Place feet hip-width apart.
b. Position hands on knees.
c. Bend knees until kneecaps are over the toes.
d. Bounce up and down, pushing the knees forward.
e. Keep knees and ankles flexed.
f. Focus eyes ahead, keeping chin up.

TEACHING SUGGESTIONS

- **Have athlete repeat the phrase as he/she performs command: "Feet apart", "Hands on Knees", and "Look Ahead". Have student do this until the words and motions are automatic.**
- **Movement of the head affects the whole body. Constantly emphasize, Look Ahead and/or Keep Your Chin Up.**
- **Watching the feet is a big problem on and off the slopes. Try to stand in front of the athletes and have them look at you. Mirrors are good. Have them pick a spot on a wall and look at it while moving.**
- **Lean forward, lean back, and from side to side to determine the most stable position. Weight should be equally distributed on both feet.**
- **Stand behind student and place hands on his/her hips. Physically assist student bouncing up and down. Student's knee caps should be over the toes and hips should be over the feet. Emphasize down-up-down movement in the knees and ankles.**
- **Be aware of the feet and the direction they are pointing. Think of the toes as being the tips of the skis and the heels the tails of the skis.**
- **Developing control of the hands is very important. Stress little or no hand motion.**

WEIGHT SHIFT

2. Develop the ability to shift weight correctly 100% of the time.

TASK ANALYSIS

a. Assume READY position.
b. Shift weight to left foot by bending left knee more than right.
c. Step sideways with right foot.
d. Shift weight to right foot by bending right knee more than left.
e. Bring left foot into normal alignment and resume ready position.
f. Repeat stepping sideways in either direction while maintaining ready position.

TEACHING SUGGESTIONS

- **Shifting your weight from one foot to the other while staying balanced in the READY position is important because it makes it possible to turn your skis. "Bend your knee" or "bend your knees" should be the phrase to signal a weight shift. Simply by bending one knee more than the other your weight will shift to the shorter leg.**
- **Be aware of the feet and the direction they are pointing. Think of the toes as being the tips of the skis and the heels the tails of the skis.**
- **Keep the hands on the knees.**
- **Look ahead.**

DRILLS

Ready/Hop: Hop (taking off from both feet) around in READY position; forward, backward, side to side and in circles.

Hop Over a Rope: Place a rope on the floor in a straight line. Have the athlete stand on one side of the rope. Hop over the rope from side to side. Stay in READY position. Concentrate on keeping feet parallel and straight. Keep the hands on the knees. Look ahead. As the athlete improves, double the rope to gradually increase the width of the hop. Concentrate on the use of the feet and legs. Stress no movement of the hands.

"You're in Trouble": When in trouble lower the body position as much as possible by bending the knees forward and keeping the hands on knees. As you are doing the other games say, "You're in Trouble" and have the athlete assume this position quickly. This will condition the athlete to respond correctly when in trouble.

CHANGE DIRECTION

3. Develop the ability to change direction and stop 100% of the time.

TASK ANALYSIS

a. Assume READY position.
b. Shift weight to left foot by bending left knee more than right.
c. Step or slide right foot to the right.
d. Point the right foot in the direction of intended travel.
e. Shift weight to right foot.
f. Bring left foot parallel to right foot.
g. Resume Ready position.
h. Repeat in other direction.

TEACHING SUGGESTIONS

- **Star turns—Step around in an inward facing circle until you have completed one loop. Step around in an outward facing circle.**
- **Looking Ahead. It is important to stress looking in the intended direction of travel now that the notion of changing direction has been introduced.**
- **Linked Turns: Using cones, chairs, or boxes set up a sequence of turns or a slalom course. By linking several turns together you begin to establish the fluid relationship of the various skiing skills.**

Most Common Errors to Watch For

- **Throwing or waving the hands and arms to change the body position.**
- **Looking at the feet.**
- **Losing control of the feet and awareness of direction.**
- **Inattentiveness to direction.**
- **Excessive bending at the waist, hips not over feet.**
- **Corrections should be made by repeating the phrases already established; feet apart, hands on knees, look ahead, bend the knees, etc.**

DRILLS

- Have students step sideways maintaining ready position.
- Stand on one foot in ready position, slide the heel of the other foot out, then back, out and back. Repeat several times.
- Stand on the other foot and repeat.

Stepping Up Stairs Sideways

- Have the athlete stand sideways at the bottom of a set of stairs. MAINTAIN READY POSITION and step sideways up the stairs, when comfortable, try two steps at a time.
- Have student jump (taking off from one foot and landing on the other) over a rope.
- Jump through a series of hula hoops laid on the floor like big foot prints.

PRACTICE COMPETITION

Set up mock race courses, using cones or poles, that reflect the different alpine disciplines of slalom, giant slalom, and downhill so that you get a feel for the different events. That difference should be, in slalom, about one second between turns, about two seconds in giant slalom, and three or more seconds between turns for downhill. The closer you can make it to the real thing, i.e., flags on the poles, and bibs, the better. But what is most important is the notion of skiing, or running through a course from start to finish.

CARDBOARD SKIING:

Another activity which can be very helpful is to make skis 3-4 feet long out of cardboard. These can be attached to the feet with shoe laces or tape. Go through all the fundamental maneuvers, which are very basic for learning to ski, including star turns and getting up from a fall with skis on.

RELATED ACTIVITIES:

In addition, any activities such as ice skating or roller skating are great pre-conditioners for alpine and cross country skiing because they involve gliding on a sliding surface and selecting a specific edge, inside or outside of a given foot, to use.

DEVELOPING CONFIDENCE

Confidence is developed by overcoming fear. First we must realize the effects of fear and then develop new skills for the sport so we can overcome the fear.

Confidence is the belief that you can ski in control; confidence can be developed through repetition and practice. Tenseness decreases and a relaxed attitude is developed by repeating an exercise over and over until it is easily accomplished without skis. That same relaxed attitude will carry over to the slopes.

The body can be trained so thoroughly that there is virtually no conscious thought needed; muscle action and reaction can be automatic. The difference between a skilled skier and a novice is that all extraneous movements are eliminated, a skier should have efficiency of movement and a quiet, relaxed, ready to move stance on his skis. Balance, efficiency, and coordination require practice. This can be done at home. It also helps to develop a clear mental picture of skiing skills by reading and studying about skiing, watching ski films, analyzing ski pictures, and learning about ski equipment and ski areas.

The amount of time necessary to learn to ski or to improve skills can be reduced substantially if you have a clear picture of what you are trying to do. Create an image of the maneuver and simulate the movements over and over until it becomes automatic.

DRILLS

Once you have learned these basic skills there is a wide variety of exercises and games to play to develop skiing skills.

Go outside to the side of a gentle hill to become familiar with being on an incline instead of a flat surface. Practice all of the skills: getting into the READY position, hopping and jumping from side to side down the hill, weaving down the hill in a snake-like pattern.

Explain and demonstrate what is necessary to complete a course, and have your students walk through it. Next, have them start in the READY position, then walk to the first turn, assume the READY position again, bend the knees, step the outside heel out to line up for the next turn and bring the inside foot parallel to the outside foot. Then walk to the next turn and repeat the process through the whole course.

Once that is easily done have the students trot from turn to turn, assume the READY position and jump from inside foot to outside foot while aligning themselves toward the next turn.

Finally, if the previous step is easily done by the students, have them run through the course using a modified READY position where the hands are free of the knees for greater mobility, but still kept low and in front of the body for stability.

It is very important in this last game, as it is in the others, to constantly stress looking ahead, controlling the arms, and the direction of the feet. Correct all errors. You want to create good habits rather than allow bad ones to form.

WARM-UP EXERCISES

2.0 Given an exercise program the student will perform the correct exercises on his/her own in preparation for skiing.

HOME FITNESS PROGRAM FOR SKIING

Because skiing is a strenuous sport, here are some exercises that specifically tune muscles for skiing which can be incorporated into a home fitness program. Our objective is to develop a program that the athletes can do on their own.

As an instructor you have the responsibility to teach each student an exercise program and supervise until he/she can do the program in sequence on his/her own. Start with a small number of repetitions and do the entire program several times. The sequence should be the same every day. Remember that doing each exercise correctly is more important than the number of repetitions. Have the athlete do the program three times a week. If the workout is less than fifteen minutes, add more repetitions or more exercises.

1. Perform a calf lift 100% of the time.

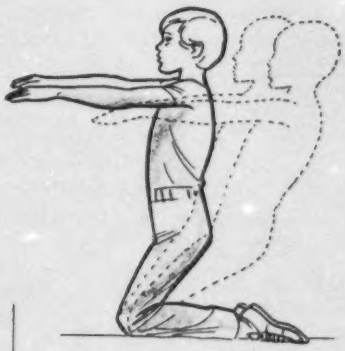
TASK ANALYSIS

a. Assume and maintain READY position.
b. Lift heels as high as possible by pressing the knees up and forward.
c. Hold for a count of 4.
d. Lower heels but do not touch heels to ground.
e. Repeat.

2. Perform a Z-lean 100% of the time.

TASK ANALYSIS

a. Kneel with body perpendicular to the floor.
b. Keep back straight and arms extended parallel to the floor.
c. Lean back, keeping thighs straight with back straight and arms out.
d. Continue to lean back until muscle resistance is felt.
e. Hold to a 4 count.
f. Return to upright position.
g. Repeat, attempting to go back more each time, but do not strain.



3. Perform knee bends 100% of the time.

TASK ANALYSIS

a. Stand as high as possible on toes in READY position
b. Balance body by placing both hands against the wall (gradually decrease to both index fingers).
c. Lower body so the thighs become parallel to the floor (do not go lower than parallel).
d. Return to READY position.
e. Repeat as many times as possible (keep back straight).

4. Perform standing leg circles correctly 100% of the time.

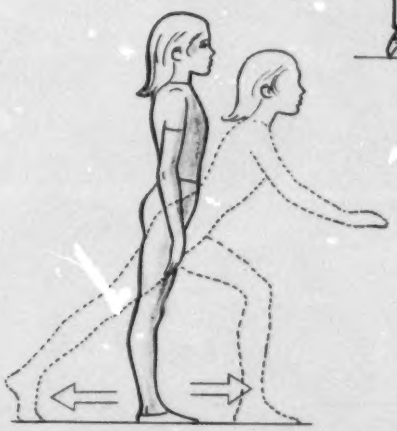
TASK ANALYSIS

a. Stand with feet hip-width apart.
b. Place hands on hips.
c. Raise one leg to the side as high as possible.
d. Make five small circles.
e. Repeat with other leg.

5. Perform squats correctly 100% of the time.

TASK ANALYSIS

a. Extend the left leg back and straight.
b. Extend the right leg forward and bend to a right angle.
c. Keep back upright and straight.
d. Now reverse.



6. Perform squat jumps correctly 100% of the time.

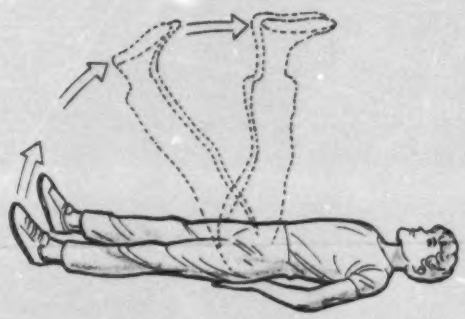
TASK ANALYSIS

a. From READY position, stand high on toes.
b. Bend the knees forward until the thighs are parallel to the floor.
c. Jump up as high as possible staying in READY position.
d. Concentrate on keeping the back straight.

7. Perform leg lifts correctly 100% of the time.

TASK ANALYSIS

a. Lie on back with hands under hips.
b. Place palms flat on floor.
c. Keep the legs straight.
d. Raise the feet 15 to 20 centimeters off the floor.
e. Continue to raise both legs up slowly until perpendicular to the floor.
f. Lower to 15-20 centimeters off the floor.
g. Repeat.



WARM-UP EXERCISES

8. Perform leg scissors correctly 100% of the time.

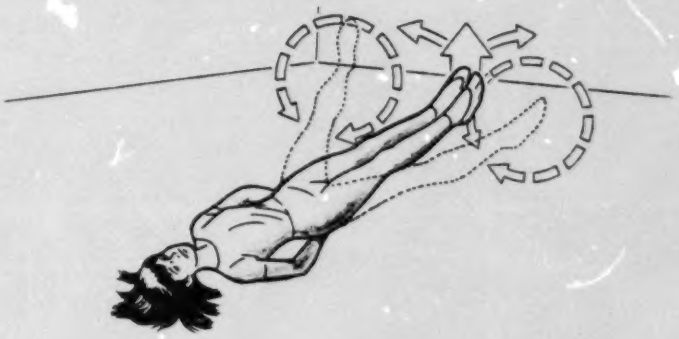
TASK ANALYSIS

a. Lie on back with hands under hips.
b. Place palms flat on floor.
c. Keep the legs straight.
d. Raise the feet 15 to 20 centimeters off the floor.
e. Spread legs as far as possible.
f. Bring back together and cross.
g. Repeat.

9. Perform leg circles correctly 100% of the time.

TASK ANALYSIS

a. Lie on back with hands under hips.
b. Place palms flat on floor
c. Keep the legs straight.
d. Raise feet 15 to 20 centimeters off the floor.
e. Spread feet in large circles in opposite directions.
f. Reverse directions of circling feet.



10. Perform side-double leg lifts correctly 100% of the time.

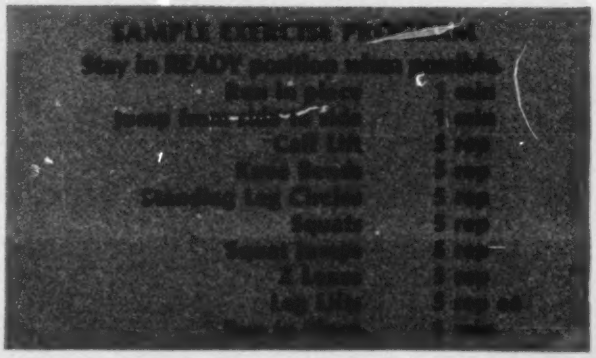
TASK ANALYSIS

a. Lie on side placing bottom hand on floor for balance.
b. Raise both legs simultaneously about 60 centimeters off the floor.
c. Lower to start.
d. Repeat.

11. Perform step-ups correctly 100% of the time.

TASK ANALYSIS

a. Stand facing a chair or bench in relaxed ski stance.
b. Step up with the left foot.
c. Bring up the right foot, staying in relaxed ski stance.
d. Step down with the left foot.
e. Bring down the right foot.
f. Alternate legs taking first step.
g. Repeat exercise, stepping up sideways.



TEACHING SUGGESTION

- **Throughout any of the activities you should constantly emphasize to the student to do the maneuver correctly (Look ahead, balanced position, arms still and feet pointing in the right direction).**

SPORTS SKILLS ASSESSMENT LEVEL I

INSTRUCTIONS

The Sports Skills Assessment is designed to determine the student's present level of functioning within a specific skill or sport and to determine the student's progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Beginner, Rookie, Winner). If the student is performing at a higher level than measured in the Skills Assessment —Level 1, re-evaluate the student utilizing Skills Assessment —Level II.

Skills Assessment—Level I

Scoring Level—indicates the student's level of achievement

0-10 BEGINNER
11-20 ROOKIE
21-30 WINNER

Test Item #1 **Walking/Sidestepping**
- ☐ Walks with skis in a straight line.
- ☐ Walks with skis in a circle.
- ☐ Side-steps on flat ground.
- ☐ Side-steps up a gentle slope with assistance.
- ☐ Side-steps up a gentle slope without assistance.

Test Item #2 **Recovery**
- ☐ Stands up after falling with assistance.
- ☐ Can refasten skis with assistance.
- ☐ Stands up independently.
- ☐ Stands up and refastens skis independently.
- ☐ Stands up and refastens skis independently on an incline.

Test Item #3 **Straight Run**
- ☐ Attempts a straight run.
- ☐ Performs a straight run without falling.
- ☐ Performs a straight wedge with assistance from ski bra or instructor.
- ☐ Performs a straight wedge without assistance.
- ☐ Performs a straight wedge and stops before reaching the bottom of the slope.

Test Item #4 **Turning**
- ☐ Performs a wedge turn with assistance from ski bra or instructor.
- ☐ Attempts a wedge turn independently.
- ☐ Performs a wedge turn to a stop.
- ☐ Performs linked wedge turns independently.
- ☐ Performs linked wedge turns through an obstacle course.

Test Item #5 **Weight Shift**
- ☐ Can shift weight to outside ski while performing wedge turn to a stop.
- ☐ Performs linked turns with a distinct weight shift.
- ☐ Performs linked turns in a variety of radii and rhythms.
- ☐ Can bring skis parallel at end of turn.
- ☐ Can use pole plant to aid weight shift for the initiation of parallel turn.

Test Item #6 **Skiing Participation**
- ☐ Understands objectives of ski lesson.
- ☐ Understands use of ski equipment.
- ☐ Understands and demonstrates safety and courtesy to others while skiing.
- ☐ Can identify slope or trail appropriate to their ability.

_____ TOTAL SCORE

SPORTS SKILLS ASSESSMENT LEVEL II

Instructions

The Sports Skills Assessment—Level II is designed for higher skill level students. The test determines the student's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes, add 30 and indicate the student's present level of ability (i.e., Star, Super Champ, Superstar, etc.). If the student is performing at a lower skill level than measured in the Skills Assessment—Level II, re-evaluate the student utilizing Skills Assessment—Level I.

Skills Assessment—Level II

Scoring Level—indicates the student's level of achievement

31-40 STAR
41-50 SUPER CHAMP
51-60 SUPERSTAR

Test Item #1 **Walking/Sidestepping**

- ☐ Side-steps up a moderate slope without assistance.
- ☐ Herringbones up a gentle slope without assistance.
- ☐ Can choose whether to side-step or herringbone depending on the steepness of the hill to be climbed.
- ☐ Can do a kick turn on a gentle slope.
- ☐ Can do a kick turn on a moderate slope.

Test Item#2 **Recovery Skills**

- ☐ Stands up independently and continues with direction after falling.
- ☐ Stands up and continues independently. after falling
- ☐ Can recover balance after a near fall and come to a stop.
- ☐ Can recover balance after a near fall and continue without stopping.
- ☐ Can stand up after falling and continue in a race course without losing continuity of the course.

Test Item #3 **Turning**

- ☐ Performs linked parallel turns on gentle slope.
- ☐ Performs linked parallel turns on moderate slope.
- ☐ Performs linked parallel turns on variable terrain.
- ☐ Can change rhythm of turns to suit terrain and snow conditions.
- ☐ Performs carved parallel turns.

Test Item #4 **Racing**

- ☐ Understands the idea of skiing from start to finish through a simple course of 3-5 gates.
- ☐ Stops at the end of course.
- ☐ Can ski through a course of 5-10 gates.
- ☐ Can ski through a course of more than 10 gates.
- ☐ Can ski through a course of more than 10 gates and seek a line of least resistance (a fast line).

Test Item #5 **Skiing Participation**

- ☐ Understands universal trail signs and can choose trail appropriate to individual ability.
- ☐ Can ski with a group (doesn't need individual attention).
- ☐ Can ski "easiest" (green circle) trails safely.
- ☐ Can ski "more difficult" (blue square) trails safely.
- ☐ Can ski "expert" (black diamond) trails safely.

_____ TOTAL SCORE

3.0 Given demonstration and practice the student will execute the necessary skills for skiing.

WALKING

1. Demonstrate the ability to walk on a pair of skis correctly 80% of the time.

TASK ANALYSIS

a. Select flat ground.
b. Put skis on correctly.
c. Place feet hip-width apart.
d. Lift tip of one ski.
e. Slide ski forward by pushing the foot forward.
f. Lift tip and slide the other ski forward.
g. Keep skis parallel to one another.
h. Point knees in the direction of travel.
i. Keep head up and focus eyes in the direction of travel.
j. Take small steps at first, gradually increasing the stride.

TEACHING SUGGESTIONS

- **Walk the student in a large circle until he/she becomes familiar with the equipment. Practice star turns and walking sideways. (See illustration)**
- **In order to make a point or help the student better understand a command, use the "touch system." For instance, touch the hip, knee and ankle to indicate the area he/she is expected to bend or flex. This system is very effective in assisting the student to understand the proper position he/she is expected to maintain on his/her skis. The touch system should be used throughout this unit as a teaching aid.**

RECOVERY

1. Demonstrate falling correctly into the snow 4 out of 5 times.

TASK ANALYSIS

a. Lower body into a crouch position.
b. Relax.
c. Collapse body to a sitting position beside the skis.
d. Repeat collapsing into snow from crouch position.
e. Alternate falling to each side.

TEACHING SUGGESTION

- **Instruct student never to fall on a bent knee or to extend a hand to break a fall.**

2. Demonstrate the ability to stand up after falling 100% of the time.

TASK ANALYSIS

a. Position skis across the hill by sitting on the uphill side.
b. Move the upper body forward to a position where the nose is in front of the knees.
c. Place both hands on the snow above the skis.
d. Walk both hands in a semicircle toward the ski tips.
e. Continue walking hands to ski tips, causing hips to come off the snow.
f. Rise into a standing position.

TEACHING SUGGESTIONS

- **This should be practiced on a slope, taking caution not to exhaust the skier. The skier will have plenty of practice naturally. Since the student does not have ski poles at this time, lend him/her a pole to assist him/her in getting up if the above methods do not work.**
- **If skis are sliding forward or backward, instruct student to place skis across the hill when trying to stand up. Have nose over toes. Practice standing up at home to increase flexibility and to strengthen muscles.**

3. Demonstrate the ability to stand up after falling 100% of the time (alternate method).

TASK ANALYSIS

a. Roll onto stomach, head uphill.
b. Spread legs with ski tips pointing uphill.
c. Place skis in an inverted snowplow position.
d. Push up with hands, raising hips off the snow.
e. Walks hand down toward the feet to reach a standing position.
f. Step the skis around carefully until they are across the hill.

SIDE STEPPING

SIDE STEPPING

1. Demonstrate the ability to climb using a sidestepping motion 4 out of 5 times.

TASK ANALYSIS

a. Keep skis across the hill.
b. Hold hands out for balance.
c. Roll knees into or up the hill, forcing the ski edges into the snow.
d. Shift weight to uphill side of both feet.
e. Take a small forceful step uphill with uphill ski.
f. Reset ski on snow and repeat, one foot after the other.
g. Side step up a gentle slope.

TEACHING SUGGESTIONS

- **Have students sidestep on level ground a distance of ten meters in a straight line.**
- **If the student's skis are sliding sideways down the hill, have the student roll his/her knees into the hill, causing the skis to edge. Assist student in walking on the uphill side of feet to get an edge.**
- **If the student's skis are sliding forward or backward, instruct him/her to lift up the whole ski, using knee and thigh muscles. Remember to emphasize keeping skis across the hill.**
- **Have students sidestep up a very gentle slope for a distance of ten meters in a straight line.**
- **Relate sidestepping to the dryland exercise of stepping sideways up stairs.**

STRAIGHT RUN

1. **Demonstrate the ability to ski straight down a gentle slope 3 out of 5 times without falling.**

TASK ANALYSIS

a. Assume READY position with feet hip-width apart, hands on knees, and head up.
b. Step skis into fall line (down the hill).
c. Look in direction of travel.
d. Allow skis to run straight down the hill.
e. Glide to a stop on level ground.

NOTE: Choice of terrain for straight running is very important. Use a gentle slope of 5-15 meters length with a flat run out long enough to allow skier to glide to a stop. Avoid introducing any fear of gliding by using as much of the slope as the student is comfortable with. Make it fun.

TEACHING SUGGESTIONS

- **Demonstrate a straight run, then return to the student. While demonstrating, tell the student to flex ankles, knees and hips and place both hands on the knees.**
- **To turn skis into the fall line, (down the hill) hold the student's ski tips while you are in a reverse snowplow position. Have the student then step his/her skis into the fall line. While holding the tips of the skis, have the student move smoothly down the hill, then move out of the way and verbally assist the student from the side.**
- **Repeat this procedure until the student is comfortable and relaxed, adding variations to hold attention and interest. In order that the student understand body position, it is necessary that the "touch" system be utilized throughout all instruction.**
- **Remind student to keep hands on knees while moving and not to wave arms or twist his/her hips.**
- **If student shifts weight to one ski or if one ski is forward of the other, have the student take a wider stance in order that he/she can weight each ski evenly. Square the body over the skis.**
- **If student is sitting back on skis have him/her flex hips, knees and ankles as skis start to slide. This will keep body weight forward on the balls of the feet.**

WEDGE

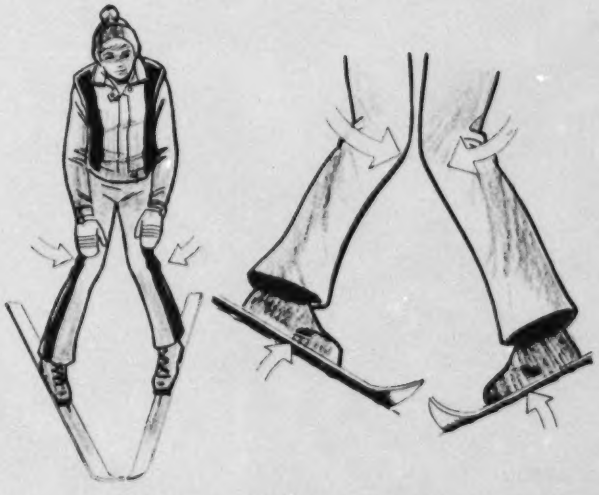
1. Demonstrate the ability to ski down the slope with skis in a wedge without falling 3 out of 5 times.

TASK ANALYSIS

a. Assume READY position.
b. Step into fall line.
c. Stand with tips of skis pointed inward.
d. Spread tails of skis apart.
e. Point knees towards ski tips.
f. Distribute weight equally between both skis.
g. Look in the direction of travel.
h. Increase ski angle by flexing knees forward and applying equal outward pressure on heels.
i. Increase speed by straightening knees slightly.

TEACHING SUGGESTIONS

- **Use "touch system."**
- **Remind student to maintain ready position.**
- **If one ski has too much edge and one ski is flat, have student center his/her hips evenly between both skis, weighting skis equally.**
- **If ski tips are crossing, emphasize keeping the knees and ankles flexed forward and pushing the skis apart into a wedge, using equal outward pressure.**
- **Hold the tips of the skis and assist the student to move into the fall line. Instruct the student to push or step the heels out to form a wedge. The outside edge of the skis should be off the snow with the ski tips 5-8 centimeters apart and the body evenly positioned between the skis. The wedge position can be practiced on flat terrain, if necessary. Practice straight wedge until comfortable and relaxed.**
- **A device called a "ski bra" can be used for students who have problems maintaining a wedge. A ski bra is slipped over the tips of the skis and will assist the student in stabilizing his hips and legs. (Refer to terminology section.)**



2. Demonstrate the ability to come to a stop using a wedge without falling 3 out of 5 times.

TASK ANALYSIS

a. Assume READY position.
b. Put skis into a wedge.
c. Perform a controlled wedge down the slope.
d. Push heels farther apart, increasing wedge.
e. Lower hips, increasing knee and ankle bend.
f. Exert equal pressure on both sides until stopped.
g. Keep upper body flexed slightly forward.

TEACHING SUGGESTIONS

- **Have the student demonstrate a stop before reaching the bottom of the hill. Set up ski poles where student must execute a stop within a designated area.**
- **When teaching, do not linger long. Move right into wedge turn.**

WEDGE TURNS

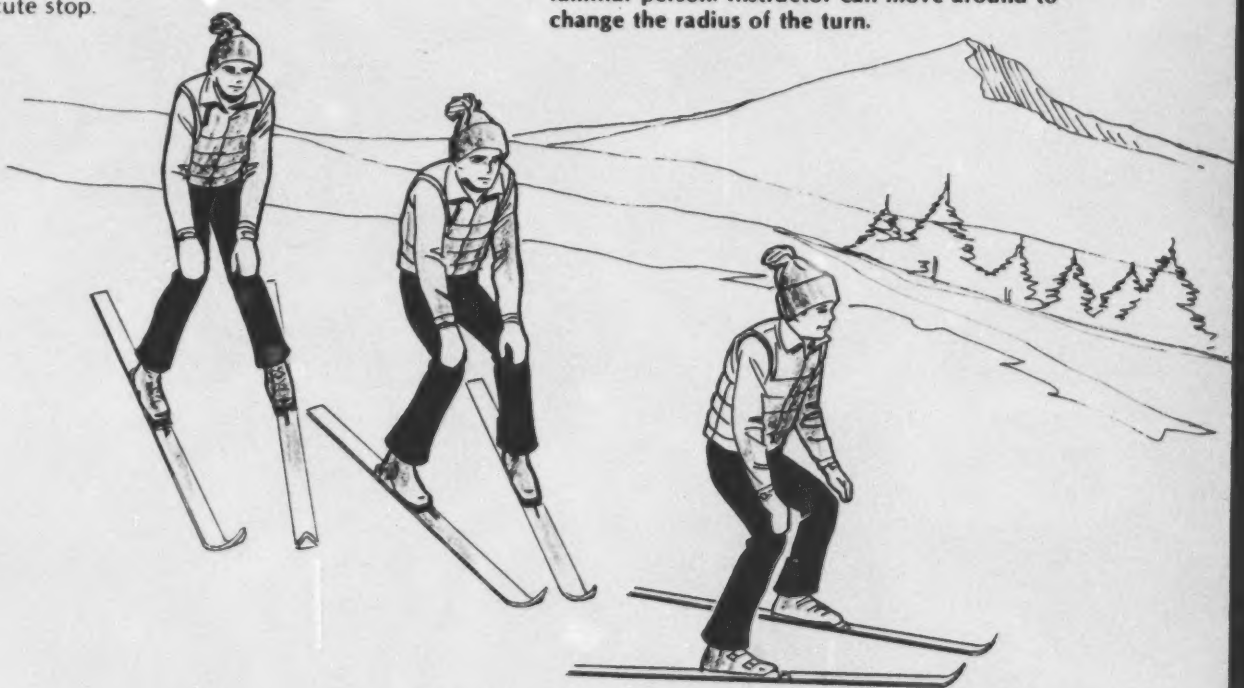
3. Demonstrate the ability to do a wedge turn to a stop without falling 3 out of 5 times.

TASK ANALYSIS

a. Assume READY position.
b. Step into fall line.
c. Use controlled wedge (wedge position).
d. Increase weight slightly on outside ski (opposite side from intended direction of travel).
e. Initiate turn through steering of both feet and knees.
f. Steer out of fall line.
g. Execute stop.

TEACHING SUGGESTIONS

- **Emphasize keeping hands on knees and looking in direction of travel.**
- **Emphasize the three skills essential for turning: weighting, steering, and edging. When teaching the turn remember the proper sequence: (1) Gradually transfer weight to the outside ski; (2) Steer skis away from the fall line; (3) Apply edging with the downhill (outside) ski through the turn, minimizing slippage.**
- **Have the student ski to the instructor or another familiar person. Instructor can move around to change the radius of the turn.**



4. Demonstrate the ability to link several wedge turns together while maintaining control 3 out of 5 times.

TASK ANALYSIS

a. Assume READY position.
b. Step into fall line.
c. Use controlled wedge.
d. Increase weight on outside ski (opposite ski from intended direction of travel.)
e. Initiate turn through steering of both feet and knees.
f. Steer out of fall line.
g. Shift weight to outside ski (opposite side from intended direction of travel).
h. Steer into fall line.
i. Maintain weight on outside ski to complete turn.
j. Repeat.

TEACHING SUGGESTIONS

- **The weight shift should be utilized to begin each turn. The student should be encouraged to keep his weight on the outside ski throughout the turn and use the shifting of his weight to the new outside ski to begin the next turn.**
- **Instructor should demonstrate linked turns then have student follow through turns.**
- **Have student "look into the turn" if they have trouble starting the next turn. By turning the head into the turn, the shoulders and hips will follow, making the turn easier.**
- **Have students ski through single-pole slalom with poles set in a straight line down the hill.**

WIDE TRACK PARALLEL

1. Demonstrate the ability to ski in a wide track parallel stance down the slope without falling 3 out of 5 times.

TASK ANALYSIS

a. Execute controlled wedge turns.
b. Gradually narrow the wedge while executing the turn.
c. Push knees forward in direction of turn, continuing to steer with both skis and legs.
d. Flex body forward, keeping weight forward on balls of feet.
e. Permit skis to go into a natural skid.

TEACHING SUGGESTIONS

- **As feet come close together it is very important that the student look ahead to compensate for a smaller base to balance upon.**
- **If the student demonstrates lack of control, emphasize steered turns. Make sure that weight change takes place at or before the fall line.**
- **Choice of terrain is very important. A slope that is too steep will not permit the student to initiate controlled turns.**
- **Gradually execute the turns with a narrower wedge. As the student gains confidence parallel turns will evolve. There is no need to force a "parallel" position".**

POLE PLANT

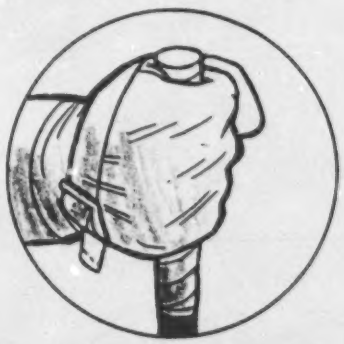
1. Demonstrate the ability to properly grip a pair of poles 100% of the time.

TASK ANALYSIS

a. Hold right pole with left hand.
b. Slip right hand up through strap.
c. Grasp the hand grip so that the top of the pole is between thumb and fingers and the base of the hand is cradled in the strap.

TEACHING SUGGESTIONS

- **The student should be quite proficient in initiating wide track parallel turns prior to the introduction of the pole plant.**



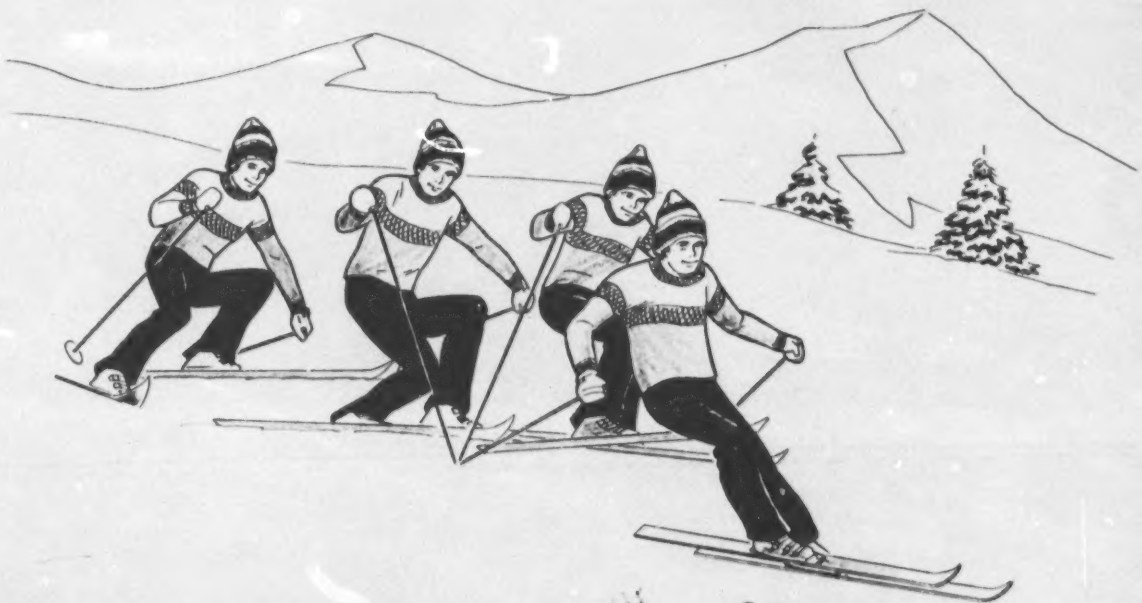
2. Demonstrate the ability to pole plant while skiing 75% of the time.

TASK ANALYSIS

a. Carry poles with hands forward of the body at the hip level, shoulder-width apart.
b. Plant pole in snow to the downhill side.
c. Position pole comfortably away from ski, between the boot and the ski tip.
d. Use pole plant to trigger weight shift.
e. Steer with both feet and knees.
f. Look in the direction of travel.
g. Keep touches light.

TEACHING SUGGESTIONS

- **Be aware that the pole plant is a difficult maneuver for students to grasp. Be patient and follow the proper sequence.**
- **Emphasize poles should never be permitted to be carried with the points forward of the boots.**
- **Make sure that the student understands which pole is utilized during the initiation of the pole plant. (The inside pole is always used.)**
- **Remember the pole plant encourages weight transfer and initiation of the turn, as well as creating rhythm. In order for the student to successfully execute a turn, reemphasize steering of both feet and knees.**



LINKED PARALLEL TURNS

LINKED PARALLEL TURNS

1. Demonstrate the ability to make linked parallel turns with a pole plant 3 out of 5 times.

TASK ANALYSIS

a. Starting from a traverse to the right plant left pole to help shift weight to right ski.
b. Steer skis in wide track parallel through turn to the left with weight predominately on right ski.
c. Traverse.
d. Plant right pole to help shift weight to left ski.
e. Steer skis through turn to the right with weight predominately on left ski.
f. Gradually narrow the stance until skis are no more than hip-width apart.

TEACHING SUGGESTIONS

- **As parallel skiing will allow the student to ski faster, it is important to stress looking ahead into the turns as well as to assess the slope ahead.**
- **Once the student has become proficient with linked parallel turns it is time to explore new slopes and gradually more challenging terrain.**

2. Demonstrate the ability to make a carved parallel turn 3 out of 5 times.

TASK ANALYSIS

a. Starting from a traverse, initiate parallel turn with a crisp pole plant and weight shift.
b. Place outside ski on its inside edge.
c. Move weight completely to outside ski.
d. Drive outside knee in direction of travel.
e. Steer skis out of fall line.
f. Plant pole and repeat in the other direction.

TEACHING SUGGESTIONS

- **The purpose of a carved turn is to change directions with a minimum of slipping, allowing the skier to be more precise and faster.**
- **On a fairly long slope, start in a straight wedge, then bounce back and forth from one ski to the other with crisp weight shift and pole plant. Progress to steering skis out of the fall line gradually until you are completing a series of short linked parallel turns.**
- **Using medium to long radius turns complete the entire turn on the outside ski only, holding the inside ski completely off the snow. Try to make the weight shift, stepping completely from one ski to the other, at the mid point between two turns.**

KICK TURN AND HERRINGBONE

KICK TURN

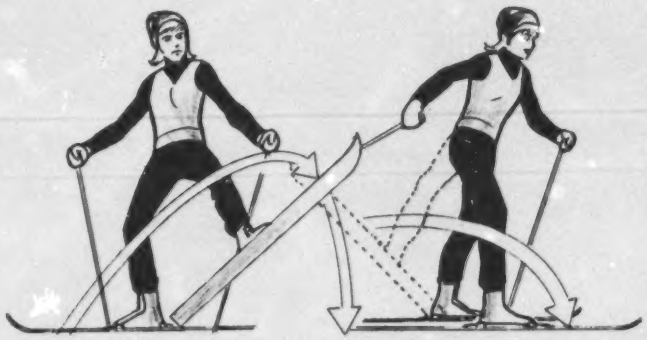
1. Demonstrate a Kick-turn without falling 3 out of 5 times.

TASK ANALYSIS

a. Stand on a slope with skis across the hill.
b. Use ski poles for balance.
c. Pick up downhill ski and place tail in the snow.
d. Place downhill ski back down on the snow facing in opposite direction from uphill ski.
e. Pick up uphill ski and pole, rotate around to the downhill side and place back on the snow below and parallel to other ski.

TEACHING SUGGESTIONS

- **A kick turn is used to turn around while on a slope.**
- **Practice first on a flat slope learning how to use ski poles for balance.**
- **Learn to kick turn starting with either right or left foot, but remember to start with the downhill foot.**



HERRINGBONE

1. Demonstrate ability to herringbone up a gentle to moderate slope.

TASK ANALYSIS

a. Place skis in a V position, uphill, with the tails together but not touching, and the tips apart.
b. Edge skis on their inside edges.
c. Support body with right pole and left ski.
d. Step right ski ahead and place on snow.
e. Supporting body between left pole and right ski, step left foot forward.
f. Move poles with opposite foot.

TEACHING SUGGESTIONS

- **Practice on flat first, then move to slope.**
- **Poles, acting as supports, move with opposite ski.**
- **Herringbone is used as an alternative to sidestepping on gentle and moderate slopes because it is a more direct way of climbing the hill.**

LIFTS

1. Demonstrate the ability to properly get on a chair lift 100% of the time.

TASK ANALYSIS

a. Stand in chair lift line.
b. Remove ski pole straps from wrists.
c. Hold poles in inside hand.
d. Slide/step into position with partner when turn comes.
e. Position skis parallel and pointing uphill.
f. Watch for chair approaching from behind.
g. Grasp frame with outside hand as chair approaches.
h. Sit down immediately and face uphill.

TEACHING SUGGESTIONS

- **Always advise lift operator if it is the student's first time up, or if the student has trouble getting on a chairlift.**
- **Hold the student's poles, as well as your own, in outside hand. Position student on the side the lift operator is already on. As chair approaches, the operator should take charge by loading the student into the chair. Once both instructor and student are on the chair, keep poles across the laps to act as a safety bar. Encourage student to sit back.**
- **Standard Rule: If student's rear end is lower than seat of the chair, he/she should ride with an adult.**

2. Demonstrate the ability to properly get off a chair lift 100% of the time.

TASK ANALYSIS

a. Watch for unloading ramp.
b. Check to be sure no clothing or equipment is tangled in the chair.
c. Hold poles in inside hand.
d. Place outside hand on front edge of seat.
e. Raise ski tips.
f. Stay seated until reaching the "Unload Here" sign.
g. Keep skis straight on ramp.
h. Push up with hand, lean forward and ski straight down ramp.
i. Ski to the edge of the unloading area, leaving room for skiers unloading behind.
j Move away from unloading area as quickly as possible.

TEACHING SUGGESTIONS

- **Beware of student forgetting to get off the chair lift, especially the first few times.**
- **Assist the student when unloading. Hold his/her poles in the outside hand and hold the student's upper arm just under the armpit. Explain and show the student where he is supposed to unload. Upon reaching the "Unload Here" sign, give the student a slight pull up and assist him/her sliding forward and out of the way.**

3. Demonstrate the ability to properly ride the rope tow 4 out of 5 times.

TASK ANALYSIS

a. Stand in rope tow line.
b. Place both pole straps over the same wrist (opposite the rope).
c. Move into place when turn comes.
d. Point skis uphill and slightly apart.
e. Let the rope slide through hands and gradually tighten the grip.
f. Allow the rope to pull you up the hill.
g. Unload upon reaching the top of the slope.
h. Release the rope.
i. Move quickly away from unloading area and out of other skiers way.

TEACHING SUGGESTION

- **There are many types of ski lifts. Be sure to let the lift operator know you are bringing students who are not familiar with the lift so that he/she can explain its use.**

4.0 Given demonstration and practice the student will execute the necessary skills for ski racing.

RACING

1. Demonstrate the correct starting technique in a race 3 out of 5 times.

TASK ANALYSIS

a. Identify the starting gate.
b. Walk into the starting gate.
c. Prepare for starter's signal to go.
d. Push forcefully on poles while simultaneously moving out of the gate.
e. Continue to push on poles as needed.

TEACHING SUGGESTIONS

- **Demonstrate the correct starting techinque.**
- **Physically assist the student into gate and into correct starting position.**
- **Start at first with short courses of 3-5 gates on gentle terrain and then work up gradually to courses of 20-30 gates on moderate or more difficult terrain.**
- **Courses should be set up with open gates consisting of two flags set horizontally across the hill 4 to 8 meters apart.**

2. Demonstrate the ability to ski through race course.

TASK ANALYSIS

a. Identify the starting gate.
b. Move into the starting gate.
c. Prepare for the starters signal to go.
d. Perform an explosive start.
e. Look ahead while skiing course.
f. Attempt to ski the straightest path.
g. Ski within course boundaries.
h. Identify the finish and ski through the finish line.
i. Stop safely after the finish line.

TEACHING SUGGESTIONS

- **At first courses should be set with an even tempo or rhythm of turns 2 to 3 seconds apart. As the skill level increases, vary the rhythm and radius of the turn.**
- **In slalom racing the turns should be about one second apart. For giant slalom they should be 2 to 3 seconds apart, and for down hill 3 or more seconds apart.**
- **Courses should be set so that racers can generate their own speed rather than have to look for ways to slow down.**
- **Courses should always be set to direct the racers away from any dangerous objects such as trees, lift towers, rocks, etc.**

3. Demonstrate the ability to adjust ski position to various terrain and snow conditions.

TASK ANALYSIS

a. Limit upper body movement while skiing bumpy terrain.
b. Absorb bumps with lower body.
c. Keep skis in contact with the snow.
d. Control speed.
e. Look ahead while skiing downhill.
f. Adjust skiing rhythm to course and snow conditions.

SAFETY AND RULES

5.0 Given regulation or modified rules the student will adhere safely to those rules and regulations while skiing.

1. Demonstrate proper safety while skiing 100% of the time.

TASK ANALYSIS

a. Wear non-breakable sun glasses or goggles.
b. Stay to the edge of the slope if you must walk.
c. Obey trail markers.
d. Select slopes which are appropriate for level of ability and ski under control.
e. Ski cautiously in areas where there are blind spots.
f. Warm up before skiing to loosen muscles.
g. Take it easy the first run.
h. Cooperate with the ski patrol.
i. Be physically fit.
j. Check equipment often.
k. Learn and recognize trail signs.
l. Avoid loose clothing and long hair which are hazards on tows and lifts.
m. Stop skiing when tired.
n. Ski defensively; be aware of other skiers at all times.

2. Understand and adhere to the DON'Ts while skiing.

TASK ANALYSIS

a. Don't ski through a ski class.
b. Don't walk on the slopes without skiis.
c. Don't go off the marked trails alone.
d. Don't go out without proper clothing.
e. Don't ski alone in poor visibility.

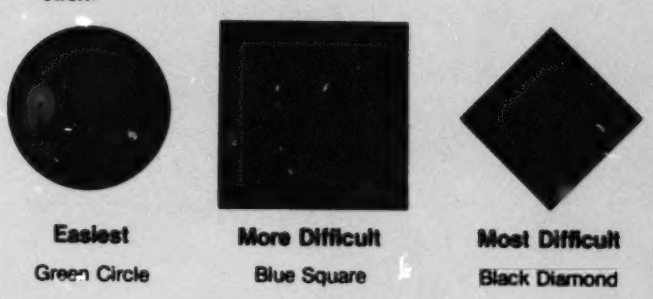
3. Always adhere to the rules of the slope while skiing.

TASK ANALYSIS

a. Ski in control.
b. Check ski traffic before starting.
c. Proceed carefully when overtaking another skier.
d. Let skiers below know which side (left/right) when passing.
e. Yield the right of way when entering from side trails.
f. Pass to the right if approaching a skier from the opposite direction.

TEACHING SUGGESTIONS

- **Discuss various ski signs. Show pictures of the signs and have student identify the purpose of each.**

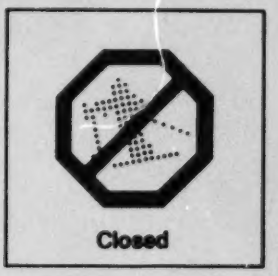


Easiest
Green Circle

More Difficult
Blue Square

Most Difficult
Black Diamond

Caution



Closed

Emergency Telephone

COURTESY

1. Demonstrate courtesy at the lifts 100% of the time.

TASK ANALYSIS

a. Don't break in lift lines; wait for your turn.
b. Be careful not to step on or ski over other people's skis.
c. Share lifts whenever possible.
d. Get out of the way as quickly as possible if you fall getting off the lift.
e. Clear the unloading area immediately once off the lift.
f. Don't swing in chair lifts.
g. Keep ski tips up.
h. Carry poles in hand when riding chair lifts.

2. Demonstrate courtesy while skiing 100% of the time.

TASK ANALYSIS

a. Try not to ski "too close" to other skiers.
b. Don't cross in front of other moving skiers.
c Remember that the fast skier has the responsibility when overtaking another skier.
d. Try to get out of the way of on-coming skiers after falling.
e. Fill up holes made in the snow.
f. Be careful not to hit others with skis or poles when carrying equipment.
g. Give way to beginners.

3. Demonstrate courtesy when stopping 100% of the time.

TASK ANALYSIS

a. Do not stop in a narrow place on the trails.
b. Do not stop abruptly, especially in blind spots to on-coming skiers.
c Stop below a stationary skier, and well above lift lines. Avoid making a sudden stop where an error might result in hitting another skier.
d. Look before starting again; don't pull out in front of others.

TEACHING SUGGESTIONS

- **Discuss the importance of courtesy on the slope and always commend the student after demonstrating courtesy while participating in skiing.**
- **Have student sit out a ski run if he/she does not follow safety rules when skiing down the slope, (i.e. skis down the slope recklessly.)**

MODIFICATIONS AND ADAPTATIONS

The focus of this Alpine Skiing guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the child into experiences loaded with failure. To provide positive experiences means that many handicapped students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations are given here.

MODIFYING THE RULES OF AN ACTIVITY

This can be accomplished in several ways. Special Olympians are often denied the experience of the event because of the frequent stops due to rule infractions. Therefore, instructors should not be reluctant to modify the rules (i.e., reducing number of gates) as long as the major objectives of the event (i.e., skiing through the course and finishing the race) are not disturbed.

ACCOMMODATING THE STUDENT'S SPECIAL NEEDS

Courses may be shortened for Special Olympians with lower extremity weakness. Audible poles or the sound of the coach's voice can be used to aid a visually impaired student skiing a race.

ENCOURAGING CREATIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you stop within the marked area?"," Can you show me two ways of climbing up a moderate slope?". Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these commands would be apparent from student to student depending on the level of ability and severity of impairment.

REDUCING SLOPE GRADE

Special Olympians with gross motor deficits and/or associated disorders with movement limitations will benefit from activities learned and practiced on a gentle slope. Appropriate slope selection (i.e.,% grade) permits an equalizing of ability based on students' movement capabilities.

CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communication systems that are specific to their needs. For example, verbally explaining a task may not match up well with some student's information processing systems. Information which is more specific might be provided in other ways. The instructor or peer teacher, for example, could simply demonstrate the sports skill. Also, the instructor could utilize dye marking on the snow or his/her ski tracks to indicate the ideal line after skiing through a gate.

Some students may need not only to hear or see a skill, but also to read a description of the skill. This need can be met for poor or non-readers through use of a poster board to which stick figures are attached to show the sequence necessary for a skill like sidestepping.

ADAPTATIONS

More specific adaptations for associated impairments are listed in the boxes below:

Orthopedic Impairments
- Use a ski bra.
- Place a wedge on the ski to equalize the pelvis, if the student has one shorter leg.
- Use a plastic cant to level out the foot on the ski.
- Use outriggers for additional balance.

Visual Impairments
- Use a ski bra.
- Use "touch system." Tap left/right indicating direction.
- Ski with a partner always.

Auditory Impairments
- Use a ski bra.
- Use "touch system" when teaching.
- Learn and use sign language.

INFUSION CHART

ARTS	Makes ski trail signs.
SCIENCE	Understands why body turns when shifting weight on skis and how to direct body in desired direction. Locates center of balance for the body. Understands movement of the body and weight distribution. Understands fall line principle.
INDUSTRIAL ARTS	Takes care of skiing equipment. Repairs equipment. Constructs gates and flags for slalom course.
MATHEMATICS	Understands the cost of lift tickets for skiing. Realizes the cost of purchasing equipment and clothing. Measures ski and pole height.
HOME ECONOMICS	Dresses appropriately for skiing. Chooses appropriate clothing for various weather.
HEALTH	Practices safety skills when skiing. Knows basic first aid for minor injuries (scrapes, scratches, frostbite).
PHYSICAL EDUCATION	Demonstrates warm-up exercises and dryland activities. Understands and demonstrates rules and skills of skiing. Practices refining skiing skills. Recognizes the leisure value of alpine skiing.
READING/LANGUAGE	Identifies and locates neighborhood facilities where alpine skiing is available.

TERMINOLOGY AND RESOURCES

Downhill Ski
The ski closest to the bottom of the slope while standing across the fall line.

Edging
The adjustment of the angle between the skis running surface and the snow.

Fall Line
An imaginary line down the slope of a hill. The route a ball would follow if allowed to roll freely down a slope.

Inside ski
The ski closest to the center of a turn.

Linked Turn
A series of two or more connected turns both right and left.

Outside Ski
The ski on the outside of the turn.

Pole Plant
(Touch-Down) The timing device which initiates a turn.

Ready Position
A well-balanced natural stance on skis.

Side Slip
Movement down or at an angle to the slope with the skis perpendicular to the fall line. The skis slide sideways rather than forward.

Sidestep
A method of climbing the slope by keeping the skis across the fall line and using the edges.

Steering
The strength of the legs and feet are used to guide the skis around.

Track
The ability of the ski to go straight.

Traverse
To go across the slope.

Uphill Ski
The ski closest to the top of the slope while standing across the fall line.

Weighted-Ski
The ski in which there is a greater concentration of body weight. The downhill ski is usually the weighted ski.

Weight Transfer
Shifting the weight from one ski to the other.

Wide track
Skiing with the skis hip width apart for maximum balance.

RESOURCES

Printed Materials

Canadian Special Olympics *Skiing Manual*. Bronto, Ontario, Canada.

Cottrell, Jim. *Special Olympics Dry Land Ski School*. French-Swiss Ski School Inc., Boone, North Carolina.

O'Leary, Hal. *A Manual For Teaching Downhill Skiing to the Developmentally Disabled*. Skiing for the Handicapped, Winder Park, Colorado.

Special Education Department, Portland State University. *Project Explore*. Portland, Oregon.

Special Olympics, Inc. *Coach's Handbook*. 1701 K Street N.W., Washington, D.C.

Professional Ski Instructors of America, *American Teaching Method* 3333 Iris, Boulder, Colorado.

SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympian's name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions, reflects how well the student must execute the desired skill. You as the instructor are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session.

See example on the following page.

RECOVERY SKILL SHEET

NAME	Stands up after falling with assistance	Can refasten skis with assistance	Stands up independently but lacks control	Stands up and refastens skis independently	Stands up and refastens skis independently on an incline	Stands up independently and continues with decline after falling	Stands up and continues after falling independently	Can recover balance after a near fall and come to a stop	Can recover balance after a near fall and continue without stopping	Can stand up after falling and continue on without losing the continuity of the course
BILL	100 % of time	100 % of time	50 % of time	70 % of time	50 % of time	40 % of time	30 % of time	10 % of time	0 % of time	0 % of time
SUE	100 % of time	100 % of time	100 % of time	100 % of time	50 % of time	30 % of time	100 % of time	20 % of time	10 % of time	20 % of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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WALKING SKILL SHEET

NAME	Walks with skis in a straight line	Walks with skis in a circle	Sidesteps on flat ground	Sidesteps up a gentle slope with assistance	Sidesteps up a gentle slope without assistance	Sidesteps up a moderate slope without assistance	Herringbones up a gentle slope with assistance	Can choose whether to sidestep or herringbone depending on the steepness of the hill to be climbed	Can do a kick turn on a gentle slope	Can do a kick turn on a moderate slope
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time

RECOVERY SKILL SHEET

NAME	Stands up after falling with assistance	Can refasten skis with assistance	Stands up independently	Stands up and refastens skis independently	Stands up and refastens skis independently on an incline	Stands up independently and continues with decline after falling	Stands up and continues after falling independently	Can recover balance after a near fall and come to a stop	Can recover balance after a near fall and continue without stopping	Can stand up after falling and continue on without losing the continuity of the course
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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STRAIGHT RUN SKILL SHEET

NAME	Can walk on skis in a straight line	Attempts straight run on a gentle slope	Performs a straight run on a gentle slope without falling	Performs a straight wedge with assistance from ski bra or instructor	Performs a straight wedge without assistance	Performs a straight wedge to a stop	Performs a straight wedge to a stop before reaching the bottom of slope			
	% of time	% of time	% of time	% of time	% of time	% of time	% of time			
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TURNING SKILL SHEET

NAME	Performs a wedge turn with assistance from ski bra or instructor	Attempts wedge turn independently	Performs a wedge turn to stop	Performs linked turns independently	Performs linked turns through an obstacle course	Performs linked parallel turns on gentle slope	Performs linked parallel turns on moderate slope	Performs linked parallel turns on variable terrain and with variable radii	Can change rhythm of turns to suit terrain and snow conditions	Performs carved parallel turns
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time

WEIGHT SHIFT SKILL SHEET

NAME	Can sidestep on level ground	Can sidestep up a gentle slope run	Can keep weight centered during straight wedge	Can keep weight centered during straight wedge turn to a stop	Can shift weight to outside ski to make a distinct weight shift	Can perform linked wedge turns with a forming linked wide track parallel turns	Can shift weight before fall line while performing the initiation of a parallel turn	Can use pole plant to aid weight shift for linked parallel turns	Can use pole plant to aid weight shift in carved turns	Can shift weight completely to execute carved turns
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time

RACING SKILL SHEET

NAME	Can ski through a course of 3-5 straight gates	Can ski through a course of 3-5 gates set in the fall line	Stops at the end of course	Can ski through a course of 5-10 gates	Can ski through a course of more than 10 gates	Can ski through a course of more tha l 10 gates and seek a line of least resistance (a fast line)	Can race a giant slalom course	Can race a downhill course	Can race a slalom course	Can adapt to and race in varying snow conditions
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time
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	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time

PARTICIPATION SKILL SHEET

NAME	Understands objectives of ski lesson	Understands use of ski equipment	Understands and demonstrates safety and courtesy to others while skiing.	Can use ski lift	Can identify slope or trail appropriate to their ability	Understands universal trail signs and can choose trail appropriate to individual ability	Can ski with a group (doesn't need individual attention)	Can ski "easiest" (green circle) trails safely	Can ski "more difficult" (blue squares) trails safely	Can ski "expert" (black diamond) trails safely
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	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time	% of time

DATE _____

Sports Skills Assessment Record Sheet

NAME	PREVIOUS EXPERIENCE: HAS PARTICIPATED	PREVIOUS EXPERIENCE: NEVER PARTICIPATED	LEVEL OF ACHIEVEMENT: 0–10	11–20	21–30	31–40	41–50	51–60	LEVEL OF INDEPENDENCE: NEED PHYSICAL ASSISTANCE	NEEDS DEMONSTRATION	RECEIVES VERBAL ASSISTANCE	RECEIVES NO HELP
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
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	1	2							1	2	3	4

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